



THE IMPACT OF TEACHERS' ATTITUDE TO WORK AND CLASS SIZE ON STUDENTS'
ATTITUDE TO EXAMINATION MISCONDUCT IN AKWA IBOM NORTH-EAST
SENATORIAL DISTRICT

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ABSTRACT

The study analyzed the impact of teachers' attitude to work and class size on students' involvement in examination misconduct in Akwa Ibom north-east senatorial district. The research design adopted for the study was the ex-post-facto design because the manifestation of the influence of independent variables on the dependent variable had already taken place without being manipulated. The study was conducted in the Akwa Ibom North East Senatorial District. The population of the study comprised all Senior Secondary Two (SS2) Civic (SS2) Civic Education students in all the public secondary schools in the Akwa Ibom North-East Senatorial District. The total population of Civic Education students in Senior Secondary School Two (SS2) for the 2017/2018 session was 7,263. The sample of this study consists of 375 SS2 respondents, which is 19% of the study population selected from thirteen schools, and a multi-stage procedure and proportionate sampling technique were used to draw up the sample of the study population. To collect data for this study, the "School Environmental Factors Questionnaire (SEFR)" and "Students' Attitude to Examination Misconduct Questionnaire (SAEMQ)" were used. Face validity was established for the instrument. To determine the reliability of the instruments, a test-retest was conducted with a sample size of 27 students drawn from schools in Akwa Ibom North East Senatorial District that were not part of the actual study. The data for this study were analyzed using mean (\bar{x}) and standard deviation (SD) in answering the research questions, while the t-test was used in testing the hypotheses at 0.05 alpha level of significance. Findings from the study showed that class size influences students' attitude to examination misconduct in Akwa Ibom North-East Senatorial District and also teachers' work attitude influence students' attitude to examination misconduct in Akwa Ibom North-East Senatorial District to a high extent. It was recommended that teachers should change their attitude to work in a way that would improve the school system so as to create a negative impact on students' attitude to examination misconduct.

KEYWORDS: Teachers' Attitude, Work, Class Size, Students' Involvement, Examination Misconduct, Akwa Ibom North-East Senatorial District



INTRODUCTION

Exam misbehavior may be promoted as a result of parents pushing their children too hard or too far to fulfill their wishes, or occasionally leaving them without guidance. Candidates frequently give courses that they are unable to handle, are not interested in, or may not be helpful to them as a result of this issue. When parents fail to establish a healthy bond with their children at home and learn about their bad study habits, these kids may decide that cheating on exams is the best course of action. In order to pass an exam, students who don't put in enough study time may wish to engage in test misconduct. Exam misbehavior may also be encouraged by parents monitoring their kids' academic progress. Students who miss school or engage in truancy may not be well-prepared for tests. It is normal for students to miss class; the only thing that will help them pass is if they engage in exam misconduct.

Major issues such as inadequate staffing, poor infrastructure, emotional issues, and a teacher's failure to provide adequate instruction prior to the start of an exam can also encourage examination misconduct in families where there is little to no parent-child interaction regarding the school and proper care for the children. Exam misconduct must be prohibited in Nigeria because it deters applicants from putting in the necessary effort, denies innocent students admittance, delays the processing of results, dissatisfies candidates, reduces job efficiency, and impedes the growth of the country's citizens. Improving environmental variables is one such strategy that could lessen examination cheating.

Any unlawful act carried out by a student alone or in concert with others—such as parents, teachers, invigilators, classmates, printers, or any other individual or group of individuals—before, during, or after an exam in order to obtain unjustified marks or grades is considered examination misconduct (Yara, 2009). In the broadest sense, misconduct refers to inappropriate interference with an organization's ability to carry out its operations or maintain its assets. Any exam behavior that is unsafe and could be construed as misconduct is in violation of the school's ordinances, regulations, policies, procedures, or rules.

Students' views toward exam misbehavior and classroom performance will undoubtedly be influenced by the teachers' instructional philosophies. Feelings and emotions influence attitude. Enthusiasm, tenderness, patience, melancholy, disapproval, and a genuine interest and concern for the students are all examples of emotion. Studies by Kokkelenberg et al. (2008) have shown that the group climate in a classroom is almost always set by the teacher. Some classes exhibit friendliness and cooperation, while others are noted for jealousy, unhealthy competition, or hostility. When either of these scenarios arises, the instructor is nearly always influencing the atmosphere by setting an example and modeling behaviors that promote the students' social environment. Instructors who accept students' diversity in style, personality, independence, ability, or motivation set a positive example for both students and other educators. Class size has a significant impact on student performance and exam misbehavior. Class size is influenced by the family size, which means the more the family size the more the class size in that community. This class size can be affected adversely by the mortality rate of each family. This agrees with Adesemowo & Tijani (2023) who stated that an improvement in population education results from the decline in mortality, which also encourages parents to have fewer children, which in turn creates an economic-demographic change. There is a consensus among researchers and education scholars such as Mosteller (2012) and Bolton (2010) that a student's achievement decreases as class size increases. The effect of



class size on cognitive achievement has been debated and researched for many years and has remained inconclusive. The study's definition of "class size" relates to instructional resources that can be utilized to characterize the typical number of pupils in a school's classes. Researchers' conclusions diverge significantly when it comes to highlighting the significance of class size for the learning process and exam misbehavior. For example, Onah (2011) states that class size refers to the actual number of pupils taught by a teacher at a particular time. Stated differently, the number of students that a teacher is largely in charge of during instruction is known as the class size. There could be a large or small class size. If there are more than 25 students, it can be considered large; if there are fewer than 10, it can be considered tiny. Class size is a significant element that, if its influence is not adequately handled, can lead to students engaging in examination misconduct, according to research findings.

STATEMENT OF PROBLEM

The school atmosphere has a significant impact on how pupils develop their attitudes toward learning and engage in exam misconduct. If students are to have a good attitude toward learning and refrain from engaging in exam misbehavior, a supportive learning environment is essential. Regretfully, it is discovered that pupils in Nigerian secondary schools generally have a bad attitude toward learning, and no one seems to care about the potential harm this could have on exam behavior. Parents' lack of concern and the government's insufficient efforts to eradicate exam dishonesty serve as evidence. Evidence abounds from statistics released by WAEC (2015) of increasing incidents of examination misconduct by students at public schools and colleges, which conflicts with the core mandate of education, namely, the training of the mind and character for the acquisition of practical and theoretical skills and the provision of knowledge and functional ideas for development.

RESEARCH OBJECTIVE

1. Teachers' attitude to work on students' attitude to examination misconduct in Akwa Ibom North-East Senatorial District.
2. The influence of class size on students' attitude to examination misconduct in Akwa Ibom North-East Senatorial District.

RESEARCH QUESTION

1. What influence does teachers' attitude to work exert on students' attitude to examination misconduct in Akwa Ibom North-East Senatorial District?
2. What influence does class size exert on students' attitude to examination misconduct in Akwa Ibom North-East Senatorial District?

RESEARCH HYPOTHESIS

1. There is no significant influence of teachers' attitude to work on students' attitude to examination misconduct in Akwa Ibom North-East Senatorial District.
2. There is no significant influence of Class size on students' attitude to examination misconduct in Akwa Ibom North-East Senatorial District.

CONCEPTUAL REVIEW

Teachers Attitude to Work and Students' Attitude Examination Misconduct



In addition to teaching, teachers can also act as facilitators, leaders, and activity managers to help govern the learning process. If the teacher is sincere about teaching without being boring, the pupils will respond positively and show interest in what they are learning. The field of education is currently very difficult because of a number of problems and complaints, particularly with regard to instructors' capacity to give children the finest education possible throughout the educational process. This is due to the fact that instructors must become the symbols through which pupils obtain high-quality education, since they are a crucial component in the accomplishment of educational objectives. It is impossible to overlook the role that educators play in a growing nation's economic growth in terms of independence, cultural agency, and civilization (Adeomi and Popoola, 2011). Specifically, the instructor needs to be cognizant of how education is evolving in the modern world. In order for students to grasp the many diversities, teachers must think positively and constantly work to enhance the quality of education during the teaching and learning process

According to Abdu-Raheem (2011) if teachers give their best service to the students, honestly and diligently, this can create positive change in students' behavior. This is so because teachers control the teaching in the classroom. Therefore, motivated and competent teachers will produce an excellent teaching which in turn motivates the students to learn. Litchfield (2003) stated that the students can aspire to be like him. Abenge (2000) recognizes that motivation and professional competent of the teachers will influence the quality of the learners produced by the teacher. Furthermore, according to Abolade, (2004) teachers determine the fall and rise of by the students. This means excellent teachers consequently; produce excellent students too. Therefore, the teacher should not take lightly his avowed responsibility to produce motivated learners who will not succumb to the damaging influence of examination misconduct.

A teacher who is accountable to his work will work hard and show high senses of responsibility so that students will always be proud of him (Abdu-Raheem, 2014). This is because teachers are not responsible for teaching only but also for educating and being facilitators in facilitating learning and becoming social agents in forming an excellent man. The teacher is the frontline staff who delivers the fundamentals of the country and becomes a milestone for the triumph of education and teaching qualities (Adeleke 2005).

According to Adair (2002), a competent teacher should produce competent students. Teachers are the manufacturers and transmitters of knowledge in the education sector. They are the lifeblood of any educational institution and the most important catalyst for man's intellectual development. Teaching has been described as one of the most important jobs in the development of every society, since it is the bedrock of every other profession; yet, the teachers are often neglected when compared to their counterparts in other professions. In America, Machin and McNally (2004) noted that teachers are a central actor in the learning process that takes place in schools, and teachers' productivity and effectiveness can vary depending on the incentives they face. Effective teachers are those who achieve the goals that they set for themselves or that have been set for them by others, such as ministries of education, legislators, school heads and other government officials, and school administrators. Effective teachers must possess the knowledge and skills needed to attain the goals and must be able to use that knowledge and those skills appropriately if these goals are to be achieved (Adegbesan, 2013).

The fulfillment of this responsibility is only possible through the teachers being able to



develop healthy personality values themselves as well as providing efficiency in their relationships with students so as to allow them to develop their personality freely (Can, 2011; Inelmen, 2011). The abilities and characteristics that are necessary in order to be a good teacher are also the same factors that define good education. A good teacher has eight basic characteristics, which are knowledge of material; decision-making; critical thought and problem-solving ability; self-understanding and self-correction; reflecting; recognizing students and knowing students' learning needs; applying new findings in education; and teaching and communication ability. We can gather these properties under two headings. These are the teacher who thinks critically and the self-governing teacher. A teacher who realizes that the nature of knowledge and abilities directly affects his/her students and surroundings takes responsibility for his/her knowledge and abilities, creates positive relationships with his/her students, and can relay these to students in the most efficient manner (Ari, 2008).

In this whole process, the effect of the teacher on the personality development and success of students is a fact that cannot be overlooked. The teacher, through either a positive or negative attitude in communication with the student positive and in how he/she reflects this, directs the shape of their lives and she has a positive or negative effect on the attitude shown toward themselves or the public in general, affecting the development lives and of the ability to communicate, research, and be creative (Ataunal, 2003). The behavior and approach of the teacher are directly accepted and coped with by students, which puts great responsibilities on the teachers. Recent studies clearly show the effect of mutual interaction on students, teacher-student relationships, teachers' approaches regarding students, and especially the perception of this by students.

For a teacher to be able to interact meaningfully with the students and display positive behavior such as asking questions, understanding their thoughts and behavior, and showing interest and appreciation, he must be able to increase the students' motivation and success by discouraging and condemning examination misconduct among them. While working towards providing students at a certain development level information, experience, thoughts, and experience, and behavior experience, behavior, thoughts, and experience, and behavior experience, behavior, thoughts, and experience, and behavior experience, behavior, and attitude. Teachers' positive attitudes lead to students' success and behavior while negative attitudes lead to nagging failure, which leads to system collapse and negative ego attitudes. For example, if the teacher engages in belittling and comments towards a student due to his/her failure, the negative effects of this will be inevitable (Gecer, 2002).

Class Size and Students' Attitude to Examination Misconduct

Numerous variables have been implicated as the cause of students' attitudes toward exam misbehavior and the declining standards of education where they are seen and established in an effort to implement sound education globally. The problem of class size is one such element. Adeyemi (2008) defined class size as an educational tool that can be described as an average number of students assigned to a class in a school, while Hoffman (2000) described it as the number of students per teacher in a class. Afolabi (2009) described it as a tool that can be used to measure performance and students' attitude to examination misconduct, some fingering over-bloated class size as the main factor responsible for falling standard of education



and students involvement in examination misconduct, most especially in the elementary or secondary level of education in Nigeria, however others see this as mere coincidence seeing other factors as being responsible.

Class size has a significant impact on both the development of students' attitudes and the effectiveness of teachers. Researchers and academics studying education agree that when class sizes grow, teachers' efficacy or performance declines. There has been much discussion and research over the years on the impact of class size on the effectiveness of teachers and students' participation in exam misbehavior, but the results have been mixed. The term "class size" describes educational resources that can be used to characterize the typical number of pupils in a school's classes. When highlighting how crucial class size is to the teaching-learning process, All Nigerian Conferences of Principals of Secondary Schools (ANCOPSS) recommended a maximum of forty students per class for efficient and effective teaching, National Policy on Education (FRN, 2004).

Ayodele (2007) pointed out that classroom congestion and low utilization rates of classrooms are common features of secondary schools in Nigeria. According to the authors, this has a negative impact on teacher productivity, student learning input, and examination conduct. In particular, poor scholastic achievement can influence the reputation of a school because academic success and students' examination misconduct are associated with the quality of the school.

Bedard and Kuhn (2008) stated that, there is a relationship between class size and children's achievement, motivation and examination misconduct. Class size is an important factor in a school design, as it drives facility-related issues that are part and parcel of the school building plan, construction, cost, maintenance and operational plan (Bosker and Scheerens, 2000). According to Cakmak (2009), classes might be small or large in size but in both cases, it is expected that teachers should teach effectively by having students' interests and learning experience in mind so that they do not turn to examination misconduct. The definition of a "small" or a "large" classroom might differ in contexts (Cakmak, 2009). Hargreaves and Shirley (2009), for instance indicated that, there is little agreement about the optimal size of a class. That will not encourage examination misconduct among students.

Studies on the effects of class size have been conducted since the 1920s. The outcomes have frequently been inconsistent, with some teaching strategies favoring small classes while others have been more or less successful in larger ones. When the objectives are to learn and understand factual knowledge, large classes are just as productive as small ones. Larger classrooms perform better than smaller classes on traditional achievement exams, which are used to gauge learning. When learning objectives include higher-level cognitive skills like application, analysis, and synthesis, smaller classes have been found to be more successful. More interaction between students and lecturers is made possible by smaller class sizes, which seems to be especially important for students who struggle to understand conceptual materials, are not very motivated, or have little subject-matter knowledge. Additionally, smaller courses have a greater impact on students' attitudes than larger ones. In conclusion, the ideal class size is determined by the learning objectives being sought. Smaller classrooms offer students more opportunities to engage with the material, the instructor, and each other, which is their primary advantage over larger ones.

It has been discovered that teaching large courses negatively impacts teachers' motivation, self-esteem, and morale. Even though many teachers could effectively teach a



class of nearly any size, this might frequently come at the expense of both the variety of learning opportunities available to students and the teachers' own well-being. Many large-class teachers believe they devote too much of their time to planning and supervising class activities and not enough to attending to the needs of each individual student. Overcrowding and large class sizes have detrimental impacts and can make students less enthusiastic about tests.

Other issues with large classes include the fact that students become faces rather than people, that it is more difficult to provide each student with individual advice and guidance, that organizational issues are exacerbated, making it more difficult to schedule tutorials, lab sessions, and fieldwork, that there may be technical issues when working with large classes, such as trouble projecting slides that are clearly visible to all students, and that it can be challenging to track attendance, which encourages students to skip classes.

Managing a lot of homework and test scripts can be challenging, and in large classrooms, the caliber of feedback given to students might suffer significantly. On the other hand, the National Council for Teacher Education (NCTE, 2010) has identified the following encouraging results from reducing class size and improving instructional methods: Smaller classes result in increased teacher-student contact. Students in smaller classes show more appreciation for one another and more desire to participate in classroom activities. There are more learning activities in smaller courses. Students engage more in smaller classes, which improve mutual understanding and increases their willingness to support one another. Smaller class sizes facilitate the quicker identification and resolution of possible disciplinary issues. Less stress and greater teacher morale are the outcomes of smaller class sizes. The ultimate benefits of class-size reduction are lower dropout rates, lower retention rates, and lower special education referral rates.

According to Cakmak (2009), class size effects cannot just be a matter of the number of children in a class alone. The numbers of children much have an effect on other classroom processes and activities which in turn has an effect on learning. Thus, a reduced number of teacher-student ratios would promote quality teaching, while the reverse would promote examination misconduct. Learners' attitudes have a direct impact on their academic achievement. Large class sizes are predicted to hinder efficient classroom management. Therefore, it could potentially promote pupils' distraction and disruptive behaviors. Finn, et al (2003) remarked that students in small classes display less disruptive behavior than those in large classes. It is very likely that part of the distraction and disruptive behavior by students in large classes would be examination misconduct. Bedard and Kuhn (2008) asserted that class size significantly affects the level of students' cognitive skills in the classroom and out of classroom. According to Finn and Achilles (2011), small classes improved both the students' performance and learning behavior as well as yielded fewer classroom disruptions and discipline problems. In view of the above, research has suggested that smaller classes are usually preferred by both instructors and students (Smith and Glass in Olatunde, 2010), advised an educational policy of class sizes less than 30, while the National Policy on Education (FRN, 2004) recommended the teacher-student ratio of 1:40.

It is very obvious that some of the problems examination malpractices can be overcome by artificial intelligence but many people are yet to appreciate this fact. The application of artificial intelligence is not limited to examination malpractices alone but can also help manage human resource and other resources that pertains examination malpractices. Further explained by Habeeb, Adesemowo et al (2025) AI in Human Resource helps organizations



manage their workforce more efficiently. It automates recruitment by screening CVs and conducting initial interviews, reducing bias and saving time.

METHODOLOGY

The research design adopted for the study was the ex-post-facto design because the manifestation of the influence of independent variables on the dependent variable had already taken place without being manipulated. The study was conducted in the Akwa Ibom North East Senatorial District. The population of the study comprised all Senior Secondary Two (SS2) Civic (SS2) Civic Education students in all the public secondary schools in the Akwa Ibom North-East Senatorial District. The total population of Civic Education students in Senior Secondary School Two (SS2) for the 2017/2018 session was 7,263. The sample of this study consists of 375 SS2 respondents, which is 19% of the study population selected from thirteen schools, and a multi-stage procedure and proportionate sampling technique were used to draw up the sample of the study population. To collect data for this study, the “School Environmental Factors Questionnaire (SEFR)” and “Students’ Attitude to Examination Misconduct Questionnaire (SAEMQ)” were used. Face validity was established for the instrument. To determine the reliability of the instruments, a test-retest was conducted with a sample size of 27 students drawn from schools in Akwa Ibom North East Senatorial District that were not part of the actual study. The data for this study were analyzed using mean (\bar{x}) and standard deviation (SD) in answering the research questions, while the t-test was used in testing the hypotheses at 0.05 alpha level of significance.

RESULTS AND DISCUSSION

Research Question One

What influence does teachers’ attitude to work exert on students’ attitude to examination misconduct in Akwa Ibom North-East Senatorial District?

Table 1: Mean and standard deviation on influence of teachers’ attitude to work on students’ attitude to examination misconduct in Akwa Ibom North-East Senatorial District?

Variable	n	\bar{x}	SD	Decision
Teachers’ work attitude	375	10.73	4.12	H ₀ Rejected
Students’ attitude to examination misconduct		36.18	8.64	

Researcher’s fieldwork data (2021)

Result in Table 1 above reveals that teachers’ work attitude had a mean of 10.73 with a standard deviation (SD) of 4.12 while students’ attitude to examination misconduct had a mean of 36.18 with a standard deviation (SD) of 8.64. Given the criterion mean of 2.5, the mean of 10.73 for teachers’ work attitude is greater. This implies that teachers’ work attitude influence students’ attitude to examination misconduct in Akwa Ibom North-East Senatorial District to a high extent.

Research Question Two

What influence does class size exert on students’ attitude to examination misconduct



in

Akwa Ibom North-East Senatorial District?

Table 2: Mean and standard deviation on influence of class size on students' attitude to examination misconduct in Akwa Ibom North-East Senatorial District?

Variable	n	\bar{x}	SD	Decision
Class Size		55.70	12.69	
	375			H ₀ Rejected
Students' attitude to examination misconduct		52.65	13.18	

Researcher's fieldwork data (2021)

The above table 2 indicates the influence which class size exerts on students' attitude to examination misconduct in Akwa Ibom North-East Senatorial District. The mean of class size is 55.70 with a standard deviation (SD) of 12.69, while the mean of students' attitude to examination misconduct in Akwa Ibom North-East Senatorial District is 52.65 with a standard deviation (SD) of 13.18 being greater than that of students' attitude to examination misconduct in Akwa Ibom North-East Senatorial District. This means that class size influences students' attitude to examination misconduct in Akwa Ibom North-East Senatorial District.

Hypothesis Testing

Hypothesis One

There is no significant influence of teachers' attitude to work on students' attitude to examination misconduct in Akwa Ibom North-East Senatorial District.

Table 3: T-test analysis of the significant of teachers' attitude to work on Students' attitude to examination misconduct

Variable:	n	x	SD	df	t-cal	t-cri	Decision
Teachers' attitude to work							
Committed	208	28.35	7.26				
				373	40.25	1.96	H ₀ Rejected
Not committed							
	167	25.28	5.19				

Researcher's fieldwork data (2021)

The result in Table 3 shows the t-calculated value of (40.25) is greater than the t-critical value (1.96). Therefore, hypothesis which states that there is no significant influence of teachers' attitude to work on students' attitude to examination misconduct in Akwa Ibom North-East Senatorial District is rejected in favour of the alternative hypothesis.

Hypothesis Two

There is no significant influence of class size on students' attitude to examination



misconduct of secondary school students in Akwa Ibom North-East Senatorial District.

Table 4: T-test analysis of the significant of class size on Students' attitude to examination misconduct

Variable	n	\bar{x}	SD	df	t-cal	t-cri	Decision
Class size	36.18	8.64		373	60.235*	1.96	Rejected
Students' attitude to examination misconduct	375	10.73	4.12				H_0

* = Significant at 0.05 level of significance

Researcher's fieldwork data (2021)

The result in Table 4 shows that the t-calculated value (60.235) is greater than the t-critical value (1.96) therefore, the hypothesis which states that there is no significant influence of class size on students' attitude to examination misconduct in Akwa Ibom North-East Senatorial District is rejected in favour of the alternative hypothesis.

CONCLUSION

In conclusion, the study revealed that teachers' attitude to work and class size significantly influence students' involvement in examination misconduct in Akwa Ibom North-East Senatorial District. Poor teacher commitment often breeds indiscipline and low moral standards among students. Similarly, large class sizes hinder effective supervision and personalized attention, encouraging examination malpractice. Findings from the study showed that class size influences students' attitude to examination misconduct in Akwa Ibom North-East Senatorial District and also teachers' work attitude influence students' attitude to examination misconduct in Akwa Ibom North-East Senatorial District to a high extent.

RECOMMENDATIONS

- Teachers should change their attitude to work in a way that would improve the school system so as to create a negative impact on students' attitude to examination misconduct.
- Appropriate class size should be maintained to promote effective teaching and learning so that students will not resort to examination cheating behaviors to pass examinations.



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